

## **PURPOSE OF PLAN**

The Accessibility Plan will contain relevant actions to:

Improve access to the physical environment of the school, adding specialist facilities as appropriate. This covers both improvements to the physical environment of the school and physical aids to access education.

Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life as are the able-bodied students. This covers learning and teaching and the wider curriculum of the school such as participation in after-school clubs, leisure activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these students in accessing the curriculum and wider world. Improve the delivery of communications to students, staff, parents and visitors with disabilities.

## **DEFINITION OF DISABILITY**

The Equality Act 2010 states that a person has a disability if:

*They have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities.*

### **What 'substantial' and 'long-term' mean**

'substantial' is more than minor or trivial, eg it takes much longer than it usually would to complete a daily task like getting dressed

'long-term' means 12 months or more, eg a breathing condition that develops as a result of a lung infection

### **Progressive conditions**

A progressive condition is one that gets worse over time. People with progressive conditions can be classed as disabled.

## **KEY AIMS**

To increase and eventually ensure for students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

## **PRINCIPLES**

Studio West is compliant with the Equality Act (2010) and is consistent with aims and equal opportunities policy and SEND information report.

Our staff recognise their duty under the Equality Act (2010):

Not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services

Not to treat disabled students less favourably

To take reasonable steps to avoid putting disabled students at a substantial disadvantage

To publish an accessibility plan

In performing their duties governors also have regard to the Equality Act (2010).

Our school:

recognises and values the young person's knowledge/parents' knowledge of their child's disability

recognises the effect their disability has on his/her ability to carry out activities,

respects the parents' and child's right to confidentiality

The setting provides all students with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

## **CURRICULUM SUPPORT: TEACHING, LEARNING AND ASSESSMENT**

Our aim is that students with disabilities should, as far as possible, have access to a full and broad curriculum similar to that followed by their peers. All students should have access to the full National Curriculum, differentiated to take account of access and learning needs. Access to the curriculum is a key issue for consideration at the stage of admission, transition or when a disability develops. Advice and support, where appropriate, will be sought from external agencies and can be provided in a variety of formats.

The Trust's ICT network can provide access to students in a variety of locations. Effective use of these facilities can help overcome difficulties of mobility. Specialist equipment and ICT resources may be available to meet individual needs.

In constructing the school's timetable, sympathetic consideration will be given to individual needs. Furniture, seating arrangements, and the classroom used be altered to facilitate access and learning. The school will assess a student's need for support and exam access arrangements. This will include both internal assessment procedures and external assessment.

All students at Studio West should be able to participate fully in the wide range of activities offered. This includes:

- Outdoor education
- Sports and PE
- After school activities
- Excursions and trips
- Work Placements

The unsuitability of any event and the need for additional support can be discussed fully with parents/carers in advance.

#### **IMPROVING THE DELIVERY OF WRITTEN INFORMATION TO DISABLED STUDENTS**

Parents/carers are routinely involved in reviewing provision for their child. The child will also be consulted in the reviews. Large print format materials can be made available.

If either student or parent/carer has difficulty accessing information normally provided in writing (worksheets, homework, handouts, letters etc) then the school will consider alternative forms of provision to suit their specific need.

#### **FINANCIAL PLANNING AND CONTROL**

The Principal and Deputy Principal and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

IMPROVING PHYSICAL ACCESS				
Targets	Strategies	Timescale	Responsibility	Success Criteria
<p>ACCESS</p> <p>To be aware of the access needs of all students, staff, governors, children, parent/carers and visitors</p>	<p>Gather information around access needs when student applies to the school</p> <p>Create access plans for individuals when required</p> <p>Annual reminder to parents/carers to let school know if they/their children have any problems with access.</p>	<p>Every September</p> <p>As and when required</p>	<p>SENDCCO/ medical staff</p>	<p>Information is gathered to ensure all needs are met</p>
<p>Ensure everyone has access to school</p>	<p>Ensure nothing prevents access</p>	<p>Daily check to ensure gate, pathway and entrance are clear of obstacles</p>	<p>Site Manager</p>	<p>Clear access to everyone attending/ visiting school</p>
<p>Maintain safe access</p>	<p>Check exterior lighting</p>	<p>Ongoing</p>	<p>Site Manager</p>	<p>Everyone feels safe walking through gates and along path</p>

IMPROVING PHYSICAL ACCESS CONT.					
Targets	Strategies	Timescale	Responsibility	Success Criteria	
<p><b>EXITS</b></p> <p>Ensure all disabled or impaired people can be safely evacuated</p>	<p>Ensure there is a personal emergency evacuation plan for all disabled or impaired students.</p>	<p>As required</p>	<p>SENDCO, Medical staff, caretaker</p>	<p>All students and staff know plan and each student is safely evacuated</p>	
<p>Specified staff are trained and up to date with regards to Fire Safety Audit, equipment checks are regular</p>	<p>Staff training for Fire Steward</p> <p>All other staff to be aware of their duties in case of evacuation</p>	<p>Ongoing</p>	<p>Fire Stewards Staff</p>	<p>All students and Staff have a safe and successful exit from the school building</p>	
<p>The building remains fully accessible and compliant in line with Equality Act (2010)</p>	<p>Ensure any building/ maintenance work are fully compliant with Equality Act in relation to access eg ramps, visual alarms</p>	<p>As work is carried out</p>	<p>Caretaker, contractors</p>	<p>The building is fully accessible and easily travelled by all staff, students, parent/carers and visitors</p>	

IMPROVE ACCESS TO THE CURRICULUM					
Targets	Strategies	Timescale	Responsibility	Success Criteria	
Curriculum adjustments ensure fair access for all	Planning lessons must consider the needs of all students and resources must be adjusted accordingly eg text size, paper colour, writing equipment, ICT support, seating position All staff should have access to the inclusion data for the students they teach to ensure they can plan, resource and deliver to meet their needs.	As required and in response to individual needs	All staff	All students fully access the curriculum	
Ensure teaching and learning methods and environment support students with speech impairment	Promote an ethos of inclusion, acceptance and understanding. Demonstration of patience and support. Specific programme as required through liaison with Speech Therapy Service.	As required and in response to individual needs	Teaching Staff	Student happy and making good progress	
Ensure teaching and learning methods and environment support students with hearing impairment	Quiet classroom, student to sit near front and face teacher/board, clear enunciation, use of hearing loops, TA support as required	As required and in response to individual needs	Teaching Staff	Student happy and making good progress	

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<b>IMPROVE ACCESS TO THE CURRICULUM CONT.</b>					
<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>	
Ensure teaching and learning methods and environment support children with visual	Child faces board, glasses worn, modified print, handouts of board display	As required and in response to student's needs.	All staff	Student happy and making good progress	
Ensure teaching and learning methods and environment support children with impaired mobility including wheelchair users.	Support in PE classroom environment, corridors and pathways clear of any obstructions or hazards. Doorways wide for wheelchair use, ramps as required. Early exit from classes. Access to server in café' at lunch and breaks.	As required	Medical and SENDCo staff Site Manager	Students are able and comfortable when accessing all activities	
Ensure teaching and learning methods and environment support children with emotional and behavioural difficulties	Layout of classroom, clear targets, clear expectations, time out space	As required	SENDCo and teaching staff	Student happy and making good progress	
Ensure teaching and learning methods and environment support children with diagnosed medical condition eg asthmas, allergies	Accessibility of medication, Staff aware when planning DT, PE and Science, staff training on 'asthma'	As required	Medical staff and teaching staff	Students able to access the activities	



<b>IMPROVE ACCESS TO THE CURRICULUM CONT.</b>					
<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>	
Provision is in place for extra-curricular opportunities	Discussions held with parents/carers to make necessary additional arrangements such as transport, knowledge of local area etc.	As required	Staff running activities	All students can access extra-curricular activities	
Improve literacy and numeracy levels of students achieving below age expectations	Identify students who require additional support using routine data, concerns from staff. Provide appropriate interventions	Ongoing	Teaching staff, SENDCo	Progress in students capabilities	
Ensure all students can access public examinations and statutory assessments	Access arrangements in place for all students who require and are legible for support, including readers, separate rooms, scribes etc.	For all exam/ assessments	SENDCo	All students can fully access all exams and assessments	

ACCESS TO INFORMATION ADVICE AND GUIDANCE					
Targets	Strategies	Timescale	Responsibility	Success Criteria	
Website is compliant with statutory regulations	Website audit undertaken	Annually	All Staff ICT network	Compliant website	
Improve awareness of alternative formats for sharing information	Use a variety of formats for communication eg text, email, interpreter, braille Ensure all parents/carers are aware that information can be produced in large text, discussed via telephone call, meeting.	Ongoing	All staff	All parents/carers are aware of alternatives and are able to confidently communicate with school staff	
Ensure information in SEN reviews is accessible to all parties	Provide a choice of formats for parents/carers to provide views on reviews	Ongoing	SENDCo	Parents/carers have choices about how they are communicated with and how they will provide their point of view.	